Early Childhood Program-Wide
Montana Behavioral Initiative

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Introductions

And why you want

Montana Behavioral Initiative training in

Early Childhood

Positive Behavior Support?

Binder Contents

- Training notes
- MBI Blueprint
- Action Plan
- Early Childhood and School-age Differences
- Example Forms and Materials
- References

Objectives

Participants will learn…

- Basics for understanding and addressing problem behavior

- A problem-solving process to use throughout the continuum of MBI approaches

- Key features of a continuum of universal approaches to prevention and intervention

- Basics of a successful MBI Team

Action Planning

- An ever-changing road map to guide your team through the PBS process. It will address:
  - Expectations and rules matrix
  - PBS team organization
  - Student and staff incentives
  - Communication with students, staff, and families
  - Data-based decision-making process
  - And more….

What the Science of Behavior Has Taught Us

- Students are not born with "bad behaviors."

- To learn better ways of behaving, students must be directly taught alternative behaviors.

- To retain new behaviors, students must be given specific, positive feedback and opportunities to practice them in a variety of settings.

What Happens if we do not Intervene?

- Older children with serious antisocial behavior had behavior problems in preschool.

- Children who have behavior problems at age 3 or 4 have approximately a 50% chance of continuing to have problems into early adolescence.

- Three years after leaving school, 70% of antisocial youth have been arrested.
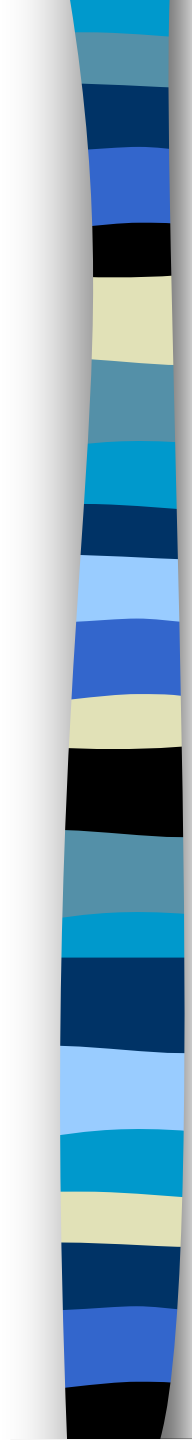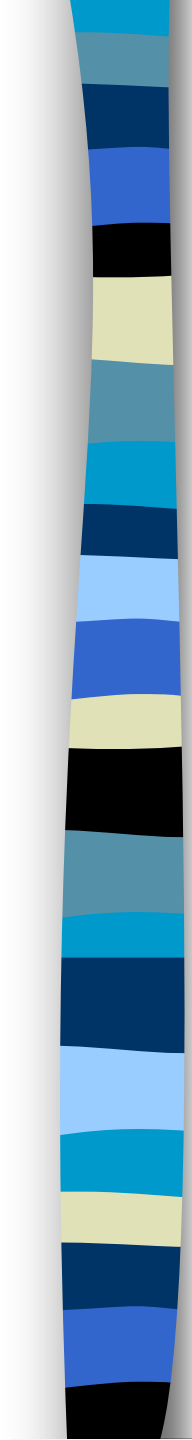 (Walker, Colvin, & Ramsey, 1995)

Poll of Kindergarten Teachers

Expect certain behavioral skills:

- Capacity to develop relationships with others.

- Ability to communicate emotions.

- Ability to follow directions.

- Ability to be attentive.

What does your school do to address problem behavior?

What does your school do to ensure all children know what expected school behaviors are?

Educational Response

- Reviews of the literature indicate that schools can be successful in reducing challenging behavior by implementing a proactive prevention and early intervention program.

- GOAL: prevent and respond to discipline problems within the school environment *instead of* reactive crisis management.

Educational Response

- "If antisocial behavior is not changed by the end of 3rd grade, it should be treated as a chronic condition much like diabetes. It cannot be cured, but can be managed with the appropriate supports and continuing intervention."

(Walker, Colvin and Ramsey, 1995)

Educational Response

- Reason for EARLY INTERVENTION!! Preschool is the typical time for learning social skills.

- Keep problem behaviors from becoming chronic ones that will require special services.

- Many students have had limited opportunities to learn school-based social skills and to receive feedback on their use.

- Not all have had access to appropriate models, regular monitoring, preacademic instruction, and social success.

Educational Response

- These children have great social skills! Just coercive ones-they get their needs met!

- Generally, at-risk children are raised in environments with negative feedback where negative discipline is typical.

- They often distrust adults in the educational system.

- They have learned to avoid punishment instead of accessing reinforcement.

Punishment

- Many educators believe that a child 'acts out' because he hasn't been punished enough for the behavior.

- The opposite is true! The life histories of many children are filled with overzealous punishment and forced compliance.

- Punishment depletes the student-teacher 'relationship bank.'

Punishment

- When used sparingly, punishment can clarify limits, but it does not teach new behaviors or have long-term effects.

- At-risk students need more than punishment: instruction on social skills, self-esteem building opportunities to help others and build prosocial skills, and the chance to learn from mistakes.

Meaningful Difference in the Everyday Experiences of Young American Children

- Betty Hart & Todd Risley, 1995

  (Research done in Kansas City, Kansas)

- Everything we do is mediated with language!

- Children who live in poverty hear 250,000 words per year.

Meaningful Difference in the Everyday Experiences of Young American Children

■ Children in professional homes hear

4 million words per year

■ Affirmative statements:
  – Professional homes-30 per hour
  – Working class homes-15 per hour

Meaningful Difference in the Everyday Experiences of Young American Children

- Children in homes of poverty hear an average of 6 affirmative statements per hour. They hear prohibitive statements twice as often.

- 80% of what is heard is considered to be negative <u>by us</u>: "No" "Quit" "Don't"

- Hart and Risley's advice: Children of poverty would need 26 hours per week of affirmatives to catch them up with the type of positive language used in classrooms.

Children Who are At-Risk

- Common patterns of early learning found in homes of children at-risk for anti-social behavior (or "How To Raise A Felon"):
  - Inconsistent discipline
  - Punitive management
  - Lack of monitoring

Children Who are At-Risk

- There is a disconnect between the student's learning history and what we say and expect at school.

- Kids don't know their language is negative until they get to school and try it!

**What do we do? Correct them for using the only language/social strategies they know!

Children Who are At-Risk

- Our job is to teach and acknowledge the use of appropriate school behaviors and to give feedback as part of the learning process (just as we do for preacademic and other skills).

**Examples: "You were being safe when you walked down the hall"

"Our rule is to walk in the hallway to be safe. Do you need to practice?"

Risk Factors

- Look at from a new viewpoint:

  Problem behavior = a learning error

- Just like preacademics: these children need different strategies to learn.

  Do they have the skills?

  Performance deficit? (see comparison chart)

Educational Response

- Most effective responses to behavior (research based):

  -Social skills training involving all children

  -Instruction-based interventions

  -Restructuring for preacademic success

Educational Response

- We need to teach acceptable replacement behaviors, not just reduce the problem behavior.

   **What do you want them to do instead?

- We are competing with the WORKING inappropriate social skills.

Educational Response

- Assume all children do not have the skills and **TEACH AND PRACTICE**!!

- These children need direct instruction of skills. If we wait for at-risk children to be 'developmentally ready,' we'll pass our window of opportunity and at-risk behaviors will become chronic behaviors.

Program-Wide MBI:
Positive Behavior Support

- Program-Wide MBI is a proactive systems approach to put strategies in place for all children while building in support for those at-risk and/or those who receive special education services for behavior problems.

- Positive Behavior Support is a response to IDEA 1997 reauthorization.
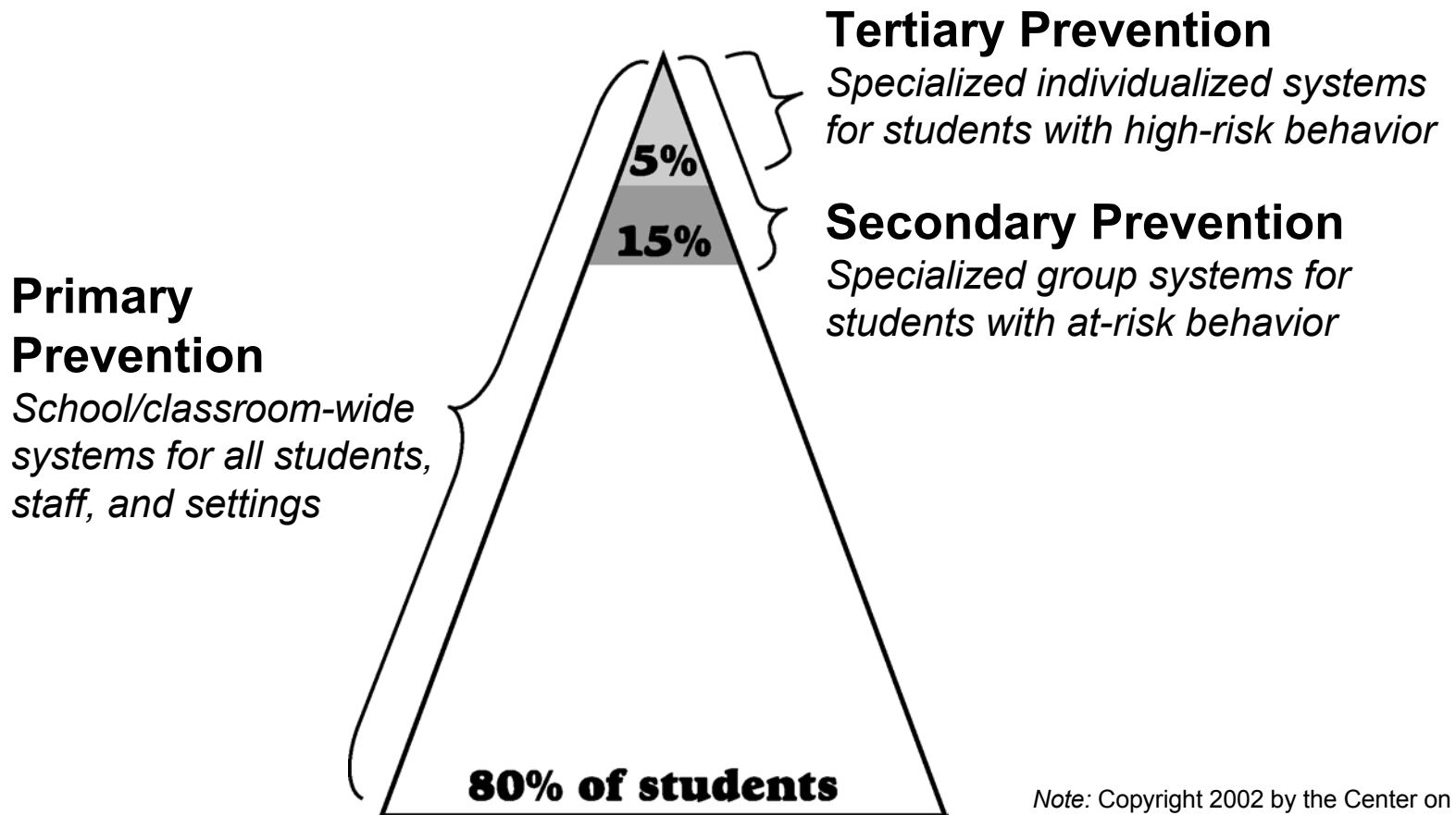
Program-Wide MBI: Positive Behavior Support

- Overview: 3 tiered system of support to train school personnel and provide behavioral services that are consistent, proactive and preventative.

- Focus on establishing school environments that support long term success of effective practices.

- Focus on prevention and instruction
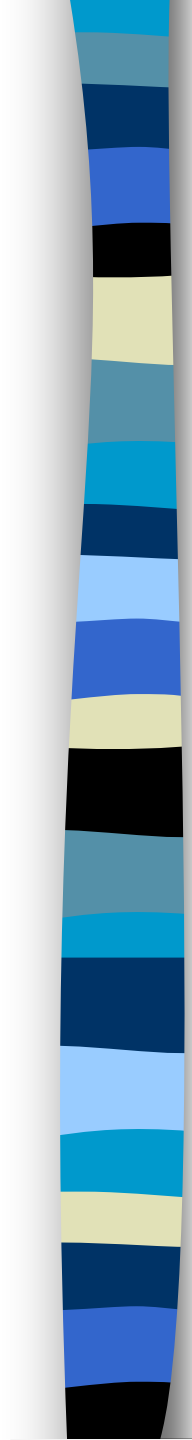
- For all students in the program

Program-Wide MBI: Positive Behavior Support

- "Broad range of individualized and system-wide strategies for preventing problem behavior and achieving social and learning outcomes." OSEP Center on PBIS

- Not new…it is based on a long history of behavioral practices and research validated effective instructional design and strategies.

- Program-wide MBI focuses on the use of a continuum of behavioral supports. We can resolve 80% of school difficulties with universal, program-wide strategies.

Continuum of Program-wide Instructional and Positive Behavior Support

Tertiary Prevention
Specialized individualized systems for students with high-risk behavior

5%

15%

Secondary Prevention
Specialized group systems for students with at-risk behavior

Primary Prevention
School/classroom-wide systems for all students, staff, and settings

80% of students

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Program-Wide MBI:
Positive Behavior Support

NOT a canned curriculum program, but an approach to:

- Make long-term plans for the program,

- Provide staff with on-going professional development opportunities on classroom management,

- Establish consistent consequences and feedback for children,

- Develop social skills, and

- Solve problems from a team perspective.

  **It can't be 1-2 experts who come in short-term
    IT DOESN'T WORK!!

Program-wide MBI:

Social Competence & Academic Achievement

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting Staff Behavior
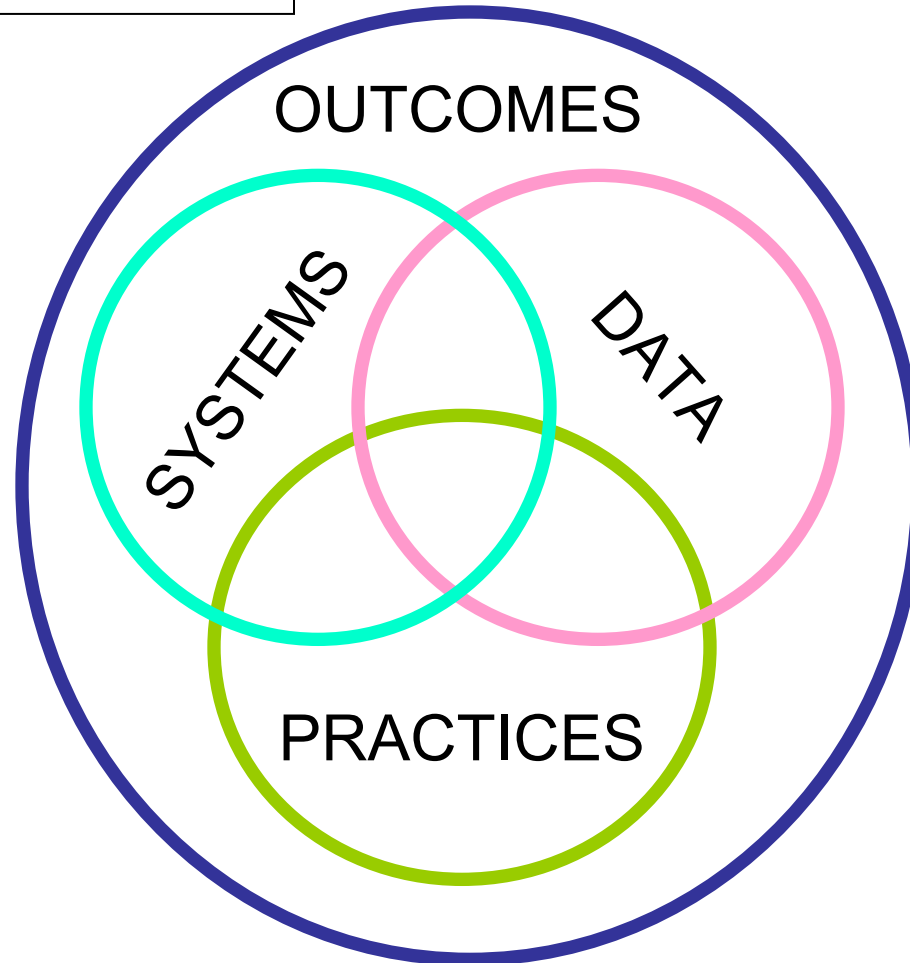
Supporting Decision Making

Supporting Student Behavior

Program-Wide MBI: Positive Behavior Support

- Must have administrative support and participation.

- Train the entire staff, including aides and specialists on the process.

- Form a representative team:

  -Meet at least monthly

  -Assign roles: facilitator, secretary, communication reporter, cheerleader.

Statement of Purpose

- State positively

- Focus on everyone and all settings in school building

- Focus on academic and behavioral outcomes

- Tie to building/district school improvement plans

Example: "To promote and maintain a safe and orderly learning environment for students and staff."

Program-Wide MBI: The Blueprint

■ Survey all staff on deficit areas/needs (MBI Blueprint):

Provides a "Big Picture" look at the current status of behavior in your program,

Helps determine gaps in current data collection,

Sets direction for implementation.

■ Develop an action plan based on results.

■ Review at least annually.

Universal Strategies: Program-wide

Procedures for:

1. Teaching, demonstrating, and practicing expected behaviors: embed in the curriculum

2. Encouraging expected behaviors with verbal feedback

3. Discouraging clearly defined problem behaviors with a continuum of procedures

4. Data collection for record-keeping and decision making

Steps of the MBI Problem-Solving Process

Step 1. Define the problem and set goals

Step 2. Define expected behaviors

Step 3. Identify strategies to teach

Step 4. Identify strategies to encourage

Step 5. Identify strategies to correct behaviors

Step 6. Identify system changes to support practices

Step 7. Develop an evaluation plan (data)

Program-Wide MBI: Teaching Expected Behaviors

■ Set up program-wide expectations with rules for classrooms and other settings, teach and practice routines, use common language.

 Be Safe, Be Kind, Be Responsible

■ See the Head Start example Matrix

Class Rules Matrix

Sara Stone

	Classroom	Bus	Hallway	Outside
Be Safe	*Use walking feet *Sit on our tickets at circle *Pretzel Legs at circle	*Sit in our seats *Listen to the driver *Wait on the sidewalk (in our square)	*Use walking feet *Hands at our sides *Keep eyes forward	*Listen to the teachers outside *Slide on our bottoms *Watch out when driving tricycles
Be Kind	*Share toys *Quiet hands with friends *Use words with friends	*Say Hi to our bus driver	*Use quiet voices *Smile at friends we meet	*We can* take turns on the slide and swings *We can use kind words
Be Responsible	*We can bring our books to school *Clean up *Wash our hands	*Remember our backpacks when we leave the bus	*Use quiet voices *Stay in our line	*Touch the fence when we hear the bell

TEAM TIME--Clearly Define Expected Behaviors

- Identify less than five positively stated behavioral expectations.

- Determine the settings of your program.

- Start the process of filling in your behavior matrix:

1. List problem behaviors.

2. Identify "replacement behaviors" (i.e., what you want them to do instead).

3. Create a "generic" set of replacement behaviors.

Teaching Social Skills

- Teaching social skills is the "unwritten curriculum" that, if not addressed, will greatly impede the implementation of the written curriculum.

- Social skills are not a separate curriculum.

- Teach social skills all day and from day 1 through day 180 of school.

- Teaching social skills is a proactive approach. You would spend the same amount of time (or more) correcting behavior.

Social Skill Development

Most kids….

Learn social skills at home,

Learn by watching,

Have multiple opportunities to practice social skills with adults and peers,

Receive feedback on appropriate and inappropriate use of social skills from adults and peers,

Will continue to use appropriate social skills over time (maintain) and adapt skills in new settings and conditions (generalization).

Social Skills Instruction-Those Who Can't and Those Who Won't

Skill deficit: Some children do not have school appropriate behaviors.

- Various reasons: never taught, attention deficit, language deficit, over stimulated.

- Direct teaching approach: Identify the error, teach and practice, give feedback and generalize the skill to less restrictive environments.

Social Skills Instruction-Those Who Can't and Those Who Won't

Performance deficit: It could be a lack of opportunity to practice or motivational in nature(The child knows the skill, but gets the want/need met better with problem behavior).

- Teach skills to these children, too and then prompt, cue, and reinforce until self-control.

- Incentive based approach while reviewing skills.

Social Skills Instruction

- Learning of new skills develops in the same way a child who doesn't know how to read learns to read—through instruction, practice, feedback, and encouragement.

- We may need to start with pre-requisite skills.

Social Skills Instruction

- Teaching replacement behaviors is an important component!!

- So is making environmental/adult reaction changes.

*STEPS: intro skills, teach expected behavior, demonstrate, practice, review, embed in curriculum
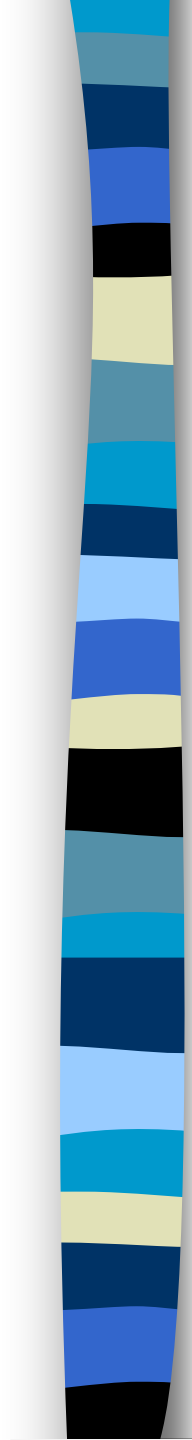
Sample Lesson Ideas

- Conversation skills-facial expressions that fit specific emotions, personal space, turn taking, body language,

- Play skills-interactive and cooperative,

- Responding to conflict and stress,

- Line Basics, Body Check

Sample Lesson Ideas

- Problem: Students get into arguments when playing games
- Goal: Students play games cooperatively
- Desired behaviors:
  - Teach rules of the games and what to do if someone does not know the rules (e.g. ask someone to explain)
  - Determine procedure to decide who goes first (e.g. dice roll)
  - Remember to wait for turn
  - When game is over, say something nice to the other person (e.g. practice appropriate ways of winning and losing)

Key Components of Behavior Instruction

- Teach the skill.

- Demonstrate the skill.

- Provide multiple opportunities for practice with feedback.

- Reinforce and encourage when students demonstrate the skill.

Social Skills Lesson Plan

Classroom

Skill: Be Kind - Be A Friend

Steps:

1. During group discussion, define "friend". Instruct students to practice introducing themselves, shaking hands/giving high-fives, etc... Sing "Georgie Porgie" and "Peter Peter" songs (see attached).

2. Discuss using **"I'm sorry"** and **"Excuse me"** (see attached).

3. Play Body Parts Game (see attached).

4. Play Islands Game (see attached).

5. Teach children "Friends Are Special" song. Use it during different parts of the day.

Modeling/Role Play

1. Role play how to converse, using eye contact. Discuss personal space-put out a Hoola hoop and have the children take turns standing in it together. Teach them to say "You are too close."

2. Practice and acknowledge turn-taking, & being friendly/cooperative

3. Bob the Builder Role Play (see attached)

Possible Materials

1. Hoola Hoops (personal space activity)

2. Friendship Books

3. Builder Tools

Homework: Send home "Cooperation" Worksheet and have students draw in a "hand" when they tell their parents how they've been friendly and/or cooperative (see attached).

Other information: Use your Positive Behavior Forms to acknowledge when children demonstrate being a friend.

Systems for Teaching Social Skills

- Organize a "training camp"—intensive, first 6 weeks

- Teach a new lesson every week, all year

- Announce daily the "Skill of the Week"

- Divide responsibility for writing and distributing the weekly social skills lessons

- Distribute lessons to teachers on Thursday to plan for the next week

- Keep lessons in a binder in the teacher workroom or provide for each classroom

Something To Think About

- "For a child to learn something new you need to repeat it, on the average, eight times.

- For a child to unlearn an old behavior and replace it with a new behavior, you need to repeat the new behavior, on the average, twenty-eight times.

- Twenty of those times are used to eliminate the old behavior and eight of the times are used to learn the new behavior."

(Harry K. Wong. (1991). *The first day of school.* Sunnyvale, CA: Harry Wong Publications, p. 71)

TEAM TIME: Social Skills Lessons

- Begin a discussion that you will continue at later team meetings about the use of lessons.
- Consider how, who, what, when, and where.
- What are your questions?

Encourage Expected Behavior-Why?

- New skill acquisition

- Student learning history ("They should know what to do by now!")

- 4:1 ratio of positives to correctives
  (Walker, Colvin, & Ramsey, 1995)

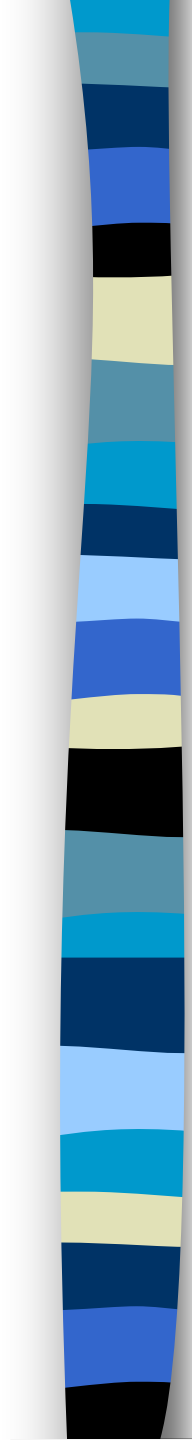- Inappropriate behavior works better

Encourage Expected Behaviors

All children seek our approval. Identify/point out when expectations are met and specific behavior is displayed (specific and descriptive verbal feedback at a minimum).

Research shows that verbal reinforcement of students for correct academic responses and appropriate social behavior leads to more correct responses, on task behavior, and less classroom disruption.

Sutherland (2000).

Child Incentives: Public Acknowledgement

- What is your opinion on using tangible incentives with young children?

- What about praise?

- May seem different than Constructivist curricula like High/Scope.

Child Incentives

- Incentives may be used to remind adults to increase positive interactions with children **At least: state rule and specific behavior observed.

- Pair with feedback: identify rule, state correct behavior, fade the use of a tangible.

Child Incentives

- Remember: behavior is a learning error- an opportunity to teach, we can proactively use reminders and redirection.

- Skill deficit versus performance deficit: incentive based approach while reviewing skills.

Encourage Expected Behaviors

- Research literature discusses a goal of internal motivation and control for children. This is our goal, too!

- We are competing with the success of inappropriate behavior: it gets a need met quickly and easily.

- There must be a 'buy-in' by the child that can be faded out as he begins to be internally motivated to perform appropriately.

Encourage Expected Behaviors

- This is paired with environmental changes that do not allow the original behavior to have the same impact.

- Regardless of the use of incentives— at-risk students need many opportunities to learn. Make that happen, we have to compete with the incentives that behavior is getting them.

Other Things to Verify:

- All staff understand how to properly deliver acknowledging feedback.

- All staff understand they are expected to deliver feedback.

- If tangibles are used, students don't lose items after they are earned.

TEAM TIME: Encouraging Positive Behavior

- What is your team's philosophy on the use of reinforcement/incentives?

- How are you going to present this information to the staff?

- What language will you use to encourage positive behavior?

Procedures for Discouraging (or Correcting) Problem Behaviors

- Clearly define problem behavior

- Make clear distinctions between classroom staff and support staff/administrator managed behavior

- Establish a continuum of procedures for correcting problem behavior

- Establish data decision strategies for repeat offenses

Continuum of Corrective Procedures

- Reteach expectations—always return to tell, show, practice, and reinforce!

- Increase precorrects/reminders

- Increase acknowledgement and possibly incentives for appropriate behavior

- Teach routines until the students "get it" and reinforce them when they do

- Change incentives for appropriate behaviors

- Communication method provided

Initiate Group Contingency for Appropriate Behavior (Beehive)

Continuum of Corrective Procedures

- Use time out or think space

- Loss of privilege

- Use classroom "safe spot" if dangerous to self or others

- Call parents (don't just threaten to)

Questions for Success

- What is your job?

- Can you do it?

- Do you need help practicing?

- Can you show me?

KEY: **All strategies must instruct on behavior

Discourage Problem Behavior

- Post photos of challenging students demonstrating appropriate behavior.

- Make note of positive incidences (see Positive Behavior Form).

Head Start
Positive Behavior Form

Student _____ Date _____ Time _____

Referring Staff _____ Location _____

Expectation Followed:
- ❑ Be Safe
- ❑ Be Kind
- ❑ Be Responsible

What was the specific behavior?

_____

_____

_____

Child Received:
- ❑ Acknowledgement
- ❑ Bee in Beehive
- ❑ Celebration in classroom
- ❑ Phone call home
- ❑ Visit to office

Teacher Signature _____

Administrator Signature _____

Send one copy home to the family and keep one copy in the center file

Acknowledging Positive or Negative Behavior Observed

Feedback should be:

- Accurate
- Specific and descriptive
- Contingent
- Age-appropriate
- Given in a manner that fits your style

TEAM TIME: Discouraging Problem Behavior

- Will you use a group incentive during instructional periods?

- What will your continuum of consequences look like?

- What will the language of discouraging problem behavior be?

In Summary…

■ Misbehavior is a learning error. What does the system need to do to decrease the likelihood of those errors occurring?

■ Tell again, show some more, practice again and again, and reinforce, reinforce, reinforce!

■ Consistency, consistency, consistency

■ Teach and practice with staff: How to effectively use the continuum of procedures for dealing with misbehavior

Proactive Support Systems:

Universal Strategies of Program-wide MBI--

Best Practices in Behavior Management

Environmental Set-up

- Traffic patterns (no wide, open spaces or obstacles)

- Room for multiple children

- Defined boundaries of areas

- Variety of materials of interest provided and changed regularly

- Provide an area for self-calming with paper (for writing letters, to shred, or for scribbling) and modeling clay. Teach their use.

Assess the Physical Characteristics

- Determine which environmental factors contribute to the problem.

- Determine which environmental factors can be modified.

- If factors cannot be modified, what supervision is required?

Establish Setting Routines

- Establish procedures that allow students to demonstrate appropriate skills & minimize problem behavior
  - Student routines
  - Adult routines

- Adult monitoring

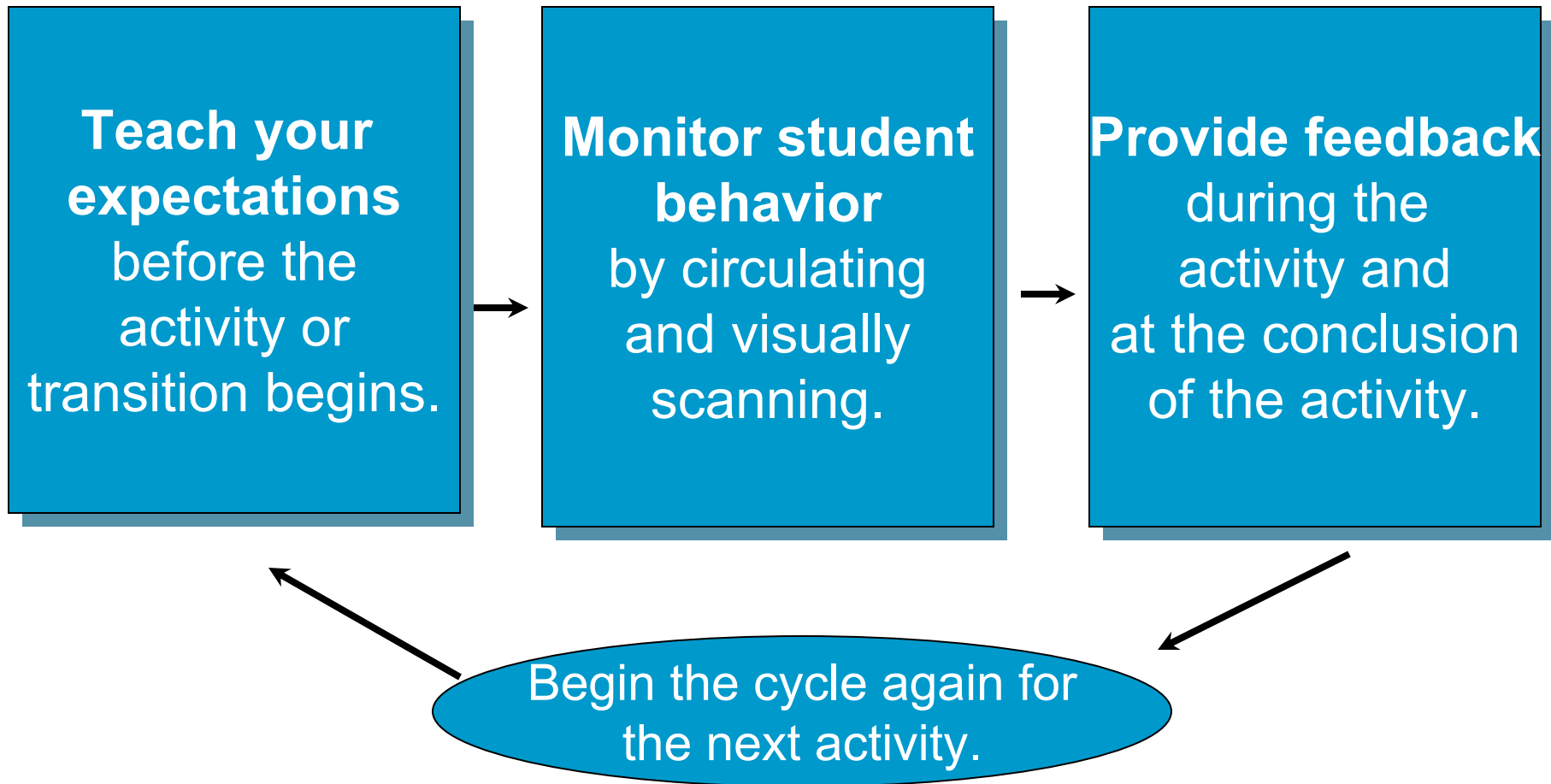- Provide opportunities for practice.

Effective Routines

"The number one problem in the classroom is not discipline; it is the lack of procedures and routines. A vast majority of the behavior problems in the classroom are caused by the failure of students to follow procedures and routines."

-Harry Wong

Teach Rules and Routines and PRACTICE!

Teach your expectations before the activity or transition begins.

→

Monitor student behavior by circulating and visually scanning.

→

Provide feedback during the activity and at the conclusion of the activity.

Begin the cycle again for the next activity.

Teach Rules and Routines

- Goal: Teach before they are broken through specific examples.

- Teach children how to ask for a break, for help, or for your attention in appropriate ways and they won't have to misbehave to get what they need.

Active Supervision

Use ***active supervision*** during problematic transitions:

- Significant effect on reducing problem behavior in transition areas

- Increased number of supervisor interactions with students results in decrease in problem behaviors

- An increased number of supervisors, who are not using active supervision and precorrection will **not** result in a decrease in problem behavior

- Must be consistently taught and used across transition settings.

Active Supervision Techniques

Movement strategies:

- Circulate continually and unpredictably,

- Determine areas of circulation among supervisors.

Scanning techniques:

- Frequently and intentionally visually sweep the area to look for:

  - Students who may have questions or need assistance,
  - Students engaging in responsible behavior,
  - Students engaging in inappropriate behavior,
  - Other supervisors.

Establish high rates of student contact.

Build Resiliency

- Staff should have meaningful relationships with children and families. Early childhood teachers naturally have this opportunity.

  **It is easy to blame home issues (e.g., lack of discipline, little sleep), but this doesn't get us anywhere. Build partnerships instead.

Sharing Concerns with Parents

- Share positives and establish a relationship to build trust-can't just tell the problems.

- Parents need to hear about behaviors as they happen, instead of hitting them with them at a conference.

- **Document, Document, Document** before you expect the parent to do something.

Sharing Concerns with Parents

- When you conference with the parent, ask what they think and what works at home. LISTEN!!!!!

- Each family has their own culture and set of values, expectations and strengths.

  Use them to build the relationship.

- In order to make it work-the parents must feel as if they are a part of the team. They have the right AND the responsibility.

More Universal Strategies

- Provide opportunities for movement and socialization. Short circle time!

- Have developmentally appropriate expectations (e.g., number of rules and commands, language use).

  **There is a relationship between social/emotional development and behavior. Accommodate individual needs.

Develop A Schedule...
Down Time Causes Problems

- Scheduled time is one of the basic proactive variables that is under teacher control.

- Transitions should be short and activities are part of lesson plans.

Transitions

- Opportunities for intentional and incidental teaching.

- Should be structured so there is no wait time.

- Give individualized warnings for those who need them.

- Use a predictable visual schedule that explains the changes in the schedule.

Give Precorrects

- Precorrects function as reminders.

- Precorrects provide opportunities for students to practice.

- Precorrects prompt students for expected behavior. "We are going to the playground. How can we be safe on the way?"

- Precorrects are especially helpful **before** the teacher anticipates behavior learning errors.

More Universal Strategies

- Preschool self-esteem = self-help skills, encourage independence.

- Proximity and use of voice (quiet-get attention, important-slow, peaceful-soft)
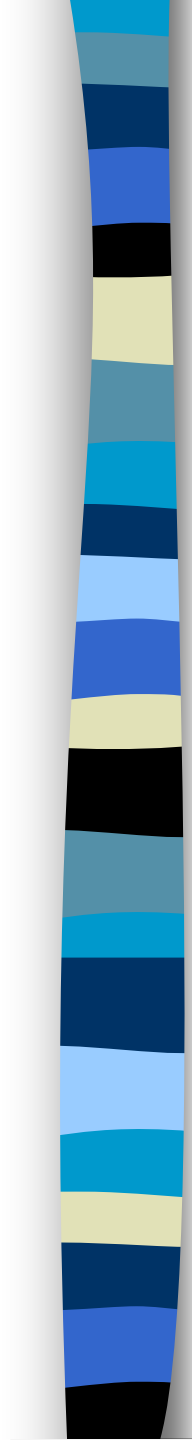
- Leave them wanting more!

More Universal Strategies

- When a misbehavior happens, calmly acknowledge the behavior, state the expected behavior.

- Use of BROKEN RECORD. "I know how you feel, but you need to…"

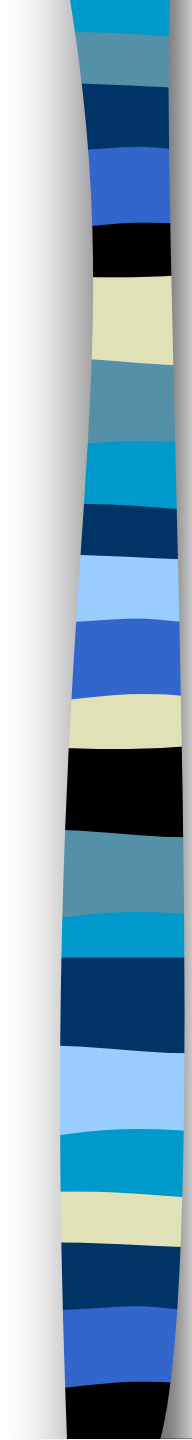 Calmly walk away and allow the child to make the choice.

More Universal Strategies

- Use peer models and buddies.

- Eliminate continual use of verbal warnings: tune you out, no credibility, know how long they can act-up.

- Give choices within the expectation (stand/sit, crayon/marker) **For power struggle kids

Demonstrate the Labeling and Expression of Emotions

- Model the use of emotion language through real life scenarios: "How do you feel when…?"

- Publicly acknowledge your own mistakes and emotions.

- Expect, accept, and acknowledge all emotions. Express that the issue is how we manage those feelings.

- Teach facial expressions and body language: "When do people smile?"

Demonstrate the Labeling and Expression of Emotions

- Photos of people in various emotional states.

- Provide storybooks on feelings.

- Place a mirror in the classroom.

- Sing songs about emotions.

- Mood thermometer.

- Make feelings collages.

- Label a child's feelings, tone, and body language.

Teach Friendship Building Skills

- Target behaviors and role-play and practice during area play.
- Model phrases to initiate and encourage interactions.
- Create opportunities for working together (e.g., plan by drawing play partners, assign clean-up buddies).
- Utilize activities that require turn-taking and sharing.
- Provide cooperative toys: puppets, 2 phones, board games).
- Provide storybooks on friends.

Resolving Conflict

- Don't take behavior personally-think of the conflict cycle

- Classroom negotiation techniques-reinforce their use

- Social Stories

- Relaxation

Timeout/Think Chair/Think Space

- If you are using it all the time with certain children, is it working?

  Log timeout use and analyze.

- Use it appropriately or not at all>not effective!

- Remove the child from ALL rewarding activities and into a boring, unrewarding environment—PARTY while gone!

Timeout/Think Chair/Think Space

- Watch for desire to leave the activity (escape) as reason for misbehavior.

- Needs to be a place and time to cool off and reflect on behavior and what to do differently next time.

- Mobile think space.

Increasing Positive Interactions

- Focus on teaching students to get attention through responsible behavior rather than misbehavior.

- Change the ratio of adult to student interactions from primarily negative to primarily positive.

- Based on the concept that most students want and need adult attention.

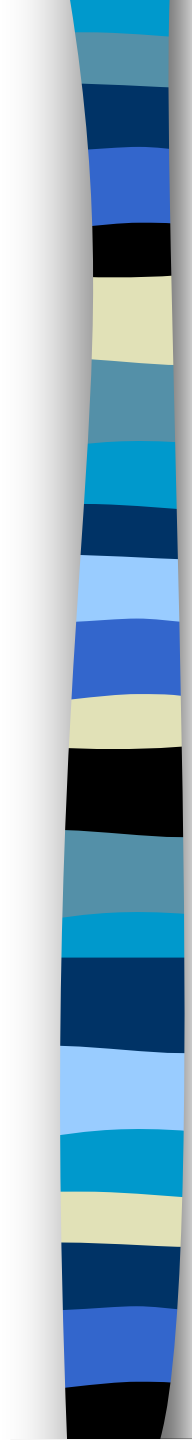- Adult attention is a powerful reinforcer.

4:1 Ratio of Interactions

- Each time you have a negative interaction with a student, tell yourself that you owe the student 4 positive interactions.

- Scan the classroom, "searching" for appropriate behavior.

- Engage in frequent noncontingent positive interactions. Greet by name, converse at eye level, play with the child, listen and reflect, show your emotions.

Do Problem Students Deserve Positive Attention?

- Students are not equal.
- Some have received a lot of attention from infancy.
- Some have received very little attention.
- Many have only received negative attention.
- The teacher begins to take control by initiating interactions while the student is being responsible.

# Is it Appropriate to Give Even More Time and Attention to Students Who Misbehave?

Reducing the amount of attention the student gets for misbehavior and increasing attention for appropriate behavior is not changing the amount of time spent. It is simply restructuring your time.

TEAM TIME: Staff Training

- Where to begin?
  - MBI Process
  - Key Procedures
  - Universal Management Strategies

- What is your timeframe for implementation?

The Dreaded…
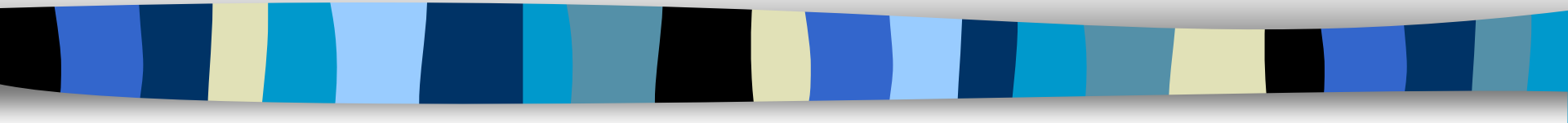
Data Collection

Key Features of Data Systems that Work

- The data are accurate.

- The data are very easy to collect.

- The data are used for decision-making.
  - **The data must be available when decisions need to be made**
  - **The people who collect the data must see the information used for decision-making**

A Guide to Data Collection

1. Determine what questions you want to answer (What's important?)

2. Determine what data will help answer those questions

3. Determine the simplest way to get data

4. Put a system in place to collect and synthesize the data

5. Analyze the data to answer questions

Examples

Questions	Data to Collect
Are all procedures in place?	Staff surveys and observations
What are current "hot spots"?	Location and time of most behaviors Staff and student perception
How much academic time is lost/gained?	Individual data tools

Data Sources—Team and Individual Child

- Blueprint

- Quarterly Implementation Checklist

- Social Validity Surveys

- Behavior Incident Report/Behavior Flag

- Anecdotal Records/Observations

- Behavior Checklists

- Referrals for Support

Behavior Incident Report or Behavior Flag

- Important to use good judgment when sharing with parents.

- Use to determine settings of concern and/or behaviors of concern.

- Chronic minor behaviors should be summarized.

- Use in collection of data for individual children.

- Data-decision rules must be made.

Behavior Checklists

- Used for screening twice per year.

- Red-flag students who need more support.

- Standardized screening tools:
  - DECA
  - ESP

Interpreting Behavioral Incident Data

Absolute level

- When do supports "kick in" for students and staff?
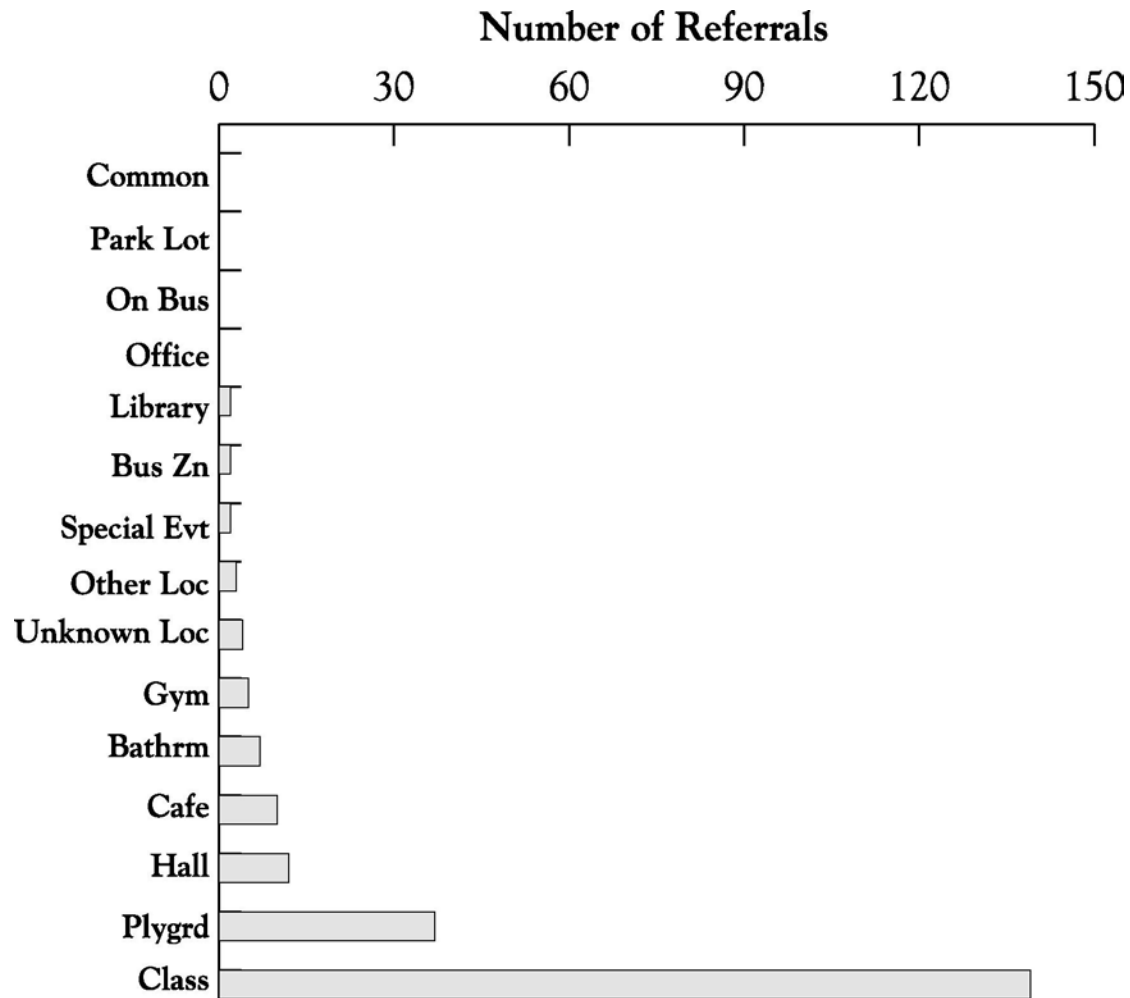
Trends

- Peaks before breaks?
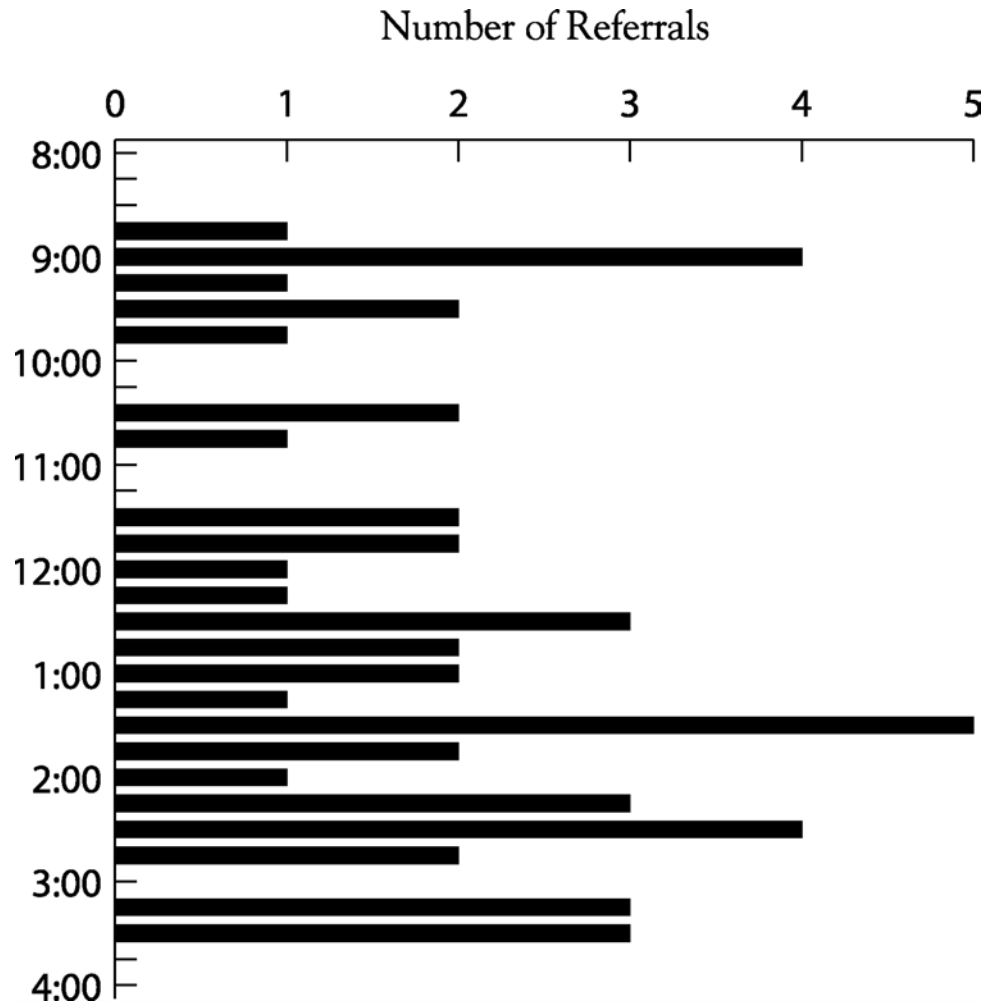- Gradual increasing trend across year?

Compare levels to last year

- Improvement?

Referrals By Location

Referrals By Time

Adult Incentive Form Example

The Buzz about _____:

___Active Learning -

* Choice of materials   * Variety of materials available
* Language from children   * Adult support during activities
* Opportunities to move/handle/explore with materials

___Pre-Correction

___Planned Ignoring

___Modeling/Coaching

___Re-teaching rules/expectations

___Role-playing

___Reinforcers/Incentives

___Social Skills Lesson Instruction

___Consistent Daily Routine

___Supportive Interactions

___Creative/Effective/Smooth Transitions

___High Expectations for Achievement

___Direct Instruction of a Skill

___T.P. !!!!!!!! (**Teach & Practice**)
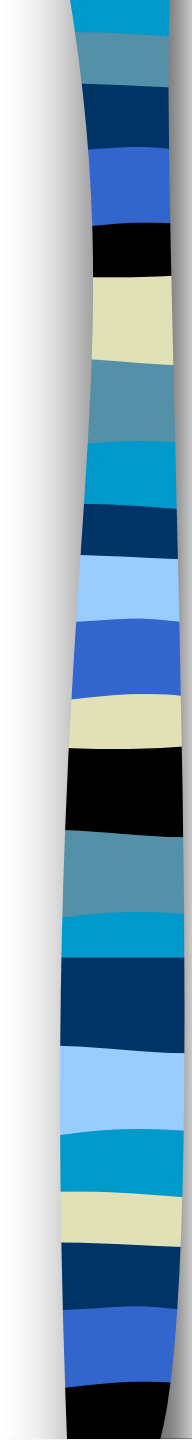
___Other:

Congratulations on utilizing Principles of PBS and High/Scope!

Date:_____ Observer:_____

TEAM TIME: Evaluate your Data Collection System

- Do you have data to evaluate progress on short-term and long-term goals for the program related to behavior?

- Do you have data to reinforce/give feedback to staff?

- What tools is your team interested in creating?

EC-MBI Team Process

MBI Leadership Team:

- Regularly scheduled meetings (at **least** monthly)

- Structured agenda

- Team role assignment (facilitator, secretary, communication chair, cheerleader)

- Action planning and evaluation

- Processes and procedures

PBS Team Membership

Structure to include representative faculty:

- Representation of types of instructors
- Administrator
- Non-certified staff
- Parent
- Community representative
- Faculty with behavioral expertise
- Professional development representative

EC-MBI Team Process

Facilitator's Role:

- Structure meetings-send out agenda
- Know the BIG PICTURE
- Evaluate if actions and practices are in alignment with MBI principles
- Facilitate the Problem Solving Process
- Evaluate MBI implementation efforts and monitor outcomes
- Follow-up on assigned tasks

EC-MBI Team Process

Data Manager's Role:

Summarize data from previous months

Present update on standard data (e.g. referrals by behavior, location, time)

Summarize data necessary for any pending decisions (e.g. effectiveness of new playground routine)

EC-MBI Team Process

Secretary's Role:

Take good notes and type them

-Written record of events and decisions for future use,

-for members who missed the meeting,

-and items to carry forward to next meeting

Share meeting notes with the team

EC-MBI Team Process

<u>Administrator's Role:</u>

-Identify MBI as a top priority

-Keep informed of MBI Team planning

-Provide for on-going training time (early dismissal, retreats, summer, preservice, review, short periods of staff meetings, monthly support groups, etc.)

-Insure training for all staff to include bus drivers, secretaries, and cooks.

-Provide funding for training snacks/food, door prizes, materials, etc.

-Provide constructive feedback on use of principles.

EC-MBI Team Process

Communication Coordinator's Role:

- Staff meetings (share data and updates)
- Bulletin board announcements
- Parent newsletters
- Staff newsletters
- Community agency updates

Communication

From PBS Team to Staff

- Communication "tree"
- Daily bulletins
- "Toilet Talk"
- Monthly staff meetings

- Maintain a MBI bulletin board in the staff lounge
  - **Important notices**
  - **General information**
  - **Graphic data displays**

From Staff to PBS Team

Suggestion box

EC-MBI Team Process

Cheerleader's Role:

"Keep the torch lit" for PBS

Show the team's appreciation

Publicly acknowledge work of team and staff who implement PBS

- **Weekly encouraging e-mail messages**
- **Chocolates and other treats**
- **Friendly thank you notes**
- **Special parking spot**

EC-MBI Team Process

Training and Technical Assistance:

- On-going training for MBI Team members
- Professional development of entire staff (to include bus drivers, secretaries, cooks…)
- Functional Behavior Assessment training
- FBA Team with support for staff members regarding individual children or classroom management

Preparing for Implementation-
MBI Team Process

- Establish a regular meeting schedule for the behavior team.

- Identify recurring tasks and assign individuals to fill those roles, representing the full staff.

- Prepare a well-planned organized agenda and stay 'on task'-attend to the objectives of the meeting.

- Establish a standard system for communicating information within the team and among staff.

TEAM TIME: MBI Team

- Assign roles:

--Facilitator   -- Secretary

   --Communication Coordinator

   --Cheerleader/s

- When and where to meet
- Initial goals

Effective Teaching Plans

- Become fluid, living, breathing documents.
- Support reflective, thoughtful, well-planned teaching.
- Provide direction for needed MBI system supports for classrooms.
- Can provide a system for administrator or peer observation

Parent Involvement

- Initially: share overview information
- Discipline information: provide letter and Behavior Incident Report at orientation
- Add parent representation to MBI Leadership Team
- Provide parent overview training (Family Night)
- Include information in parent handbook
- Community/Parent flyer

When to Examine the Individual Behavior of a Child

- You have taught the rules and expectations,
- You are using reminders, modeling, and reteaching of skills,
- You have taught and practiced environmental routines,
- You have consistent consequences,
- You acknowledge the use of school appropriate behaviors.
- Look at WHY the behavior happens.

Rule of Thumb

If several children in your program are displaying behavioral concerns, address the situation as a systems issue. Begin by attending to classroom management strategies, the structure of your program and the learning environment.

EARLY CHILDHOOD CRISIS BEHAVIOR PLAN

Is the behavior dangerous to the child or others?

Yes → | No →

Yes branch:

Give Choice to calm down or removal from area/activity

Refrain from emotional engagement in power struggle or discussion

Calm Down?

No ↓ | Yes →

Safe Area: [goal is de-escalation]

Supervisor:

↓

Make a Plan [goal of returning to group, put in consequences at appropriate time]

→ Join Class

No branch:

Prompt [redirect, reteach/remind of the replacement behavior]

Ready?

No ↓ | Yes →

In-class Time Out to think about rules and what to do differently
Location:

Return to group

↓

Ready? —— Yes → Make a Plan: verbal or think sheet

No ↓

Removal from the group with no verbal attention given
[Just supervision]
Location:

→ Implement appropriate Contingencies

CPS 2002

Managing Escalating Behavior

Calm…

Triggers…

Agitation…

Acceleration…

Peak Behavior…

De-Escalation…

Recovery

Managing Escalating Behavior

- REMEMBER: look for triggers and intervene early in the chain by manipulating the situation to avoid escalation.

- Teach replacement behaviors.

- It is just behavior-a chance to teach.

- Is NOT personal, don't give emotional energy.

- Recognize attempts to engage you-know your buttons!

Preparing for Implementation - MBI Team Process

- Conduct and analyze a needs assessment (Blueprint).
- Analyze needs assessment data and other data to create short and long term goals.
- Complete the expectation matrix.
- Develop regular opportunities for training on key strategies.
- Establish data collection system.
- Revisit the action plan regularly.
- Develop strategies to share information with parents & the community.

Staff Buy-In
"What's in it for me?"

The answer to this question is THE #1 factor when people choose to adopt a new innovation!

- **Recognition:** consistent, specific and genuine feedback regarding efforts that support PBS process

- **Performance Support:** quick, easy, and useful

- **Improvements in:** work environment, student behaviors, time for academics, and student outcomes

How to Sustain MBI Over Time

- Rotation system for team members

- Get kids involved

- Get parents involved

- Keep in contact with other MBI schools to gain fresh ideas

TEAM TIME: Final Thoughts

- What are your teams goals prior to the start of the school year?
- Leave here with an action plan:
  - Blueprint completed by all staff?
  - Expectations chosen and posted?
  - Common Language?
  - Matrix completed?
  - Social Skills Lessons written?
  - Basic Training for all staff?
  - Group Contingency?
  - Effective Teaching Plans?
  - Crisis Plans?

Where to get more information:

www.pbis.org

www.challengingbehavior.org

www.csefel.uiuc.edu

www.cenmi.org/pbsyc